

FY05 TITLE IID eMINTS PROGRAM

Guidelines and Procedures

PROGRAM OVERVIEW

The Title IID Enhancing Education through Technology (Ed Tech) Program was signed into law with the No Child Left Behind Act of 2001 (P.L. 107-110). The legislation, which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA), establishes the Enhancing Education Through Technology (Ed Tech) Program. This consolidates the Technology Literacy Challenge Fund (TLCF) Program and the Technology Innovative Challenge Grant (TIC) Program into a single state formula grant program (ESEA Title I, Part D, Subpart 1).

The primary goal of the Ed Tech program is to improve student achievement through the use of technology in schools. It is designed to ensure that every student is technology literate by the end of the 8th grade, and to encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods.

The Title IID Ed Tech Program is administered by the Department of Elementary and Secondary Education and provides one formula grant and one competitive grant. The formula grant program is administered by the Department's Federal Grants Management (FGM) section. The competitive grant program is administered by the Department's Instructional Technology (IT) section.

Formula Grant Program

Districts are eligible to receive a Title IID formula grant to:

- Implement and support effective uses of technology to improve student academic achievement;
- Increase access to technology through the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective technology infrastructure;
- Enhance ongoing professional development of teachers, principals, and administrators and their access to training, and updated research in teaching and learning through electronic means, and
- Support local efforts to use technology in promoting parent and family involvement in education and communication among students, parents, teachers, principals, and administrators.

Districts receive allocations based on US Census poverty data. Districts are required to spend 25 percent of the grant funds on technology professional development. No match is required. See the Federal Grants Management website <http://www.dese.state.mo.us/divimprove/fedprog/> for the application.

Competitive eMINTS Grant Program

The federal No Child Left Behind program requires competitive grants to fund projects that include scientifically based instructional methods that result in high academic achievement, as well as targeting "high-need" local educational agencies. A high-need LEA:

- is among districts in the state with the highest numbers or percentages of children from families with incomes below the poverty line, and
- serves one or more schools identified for improvement or corrective action under ESEA - OR- has a substantial need for assistance in acquiring and using technology.

The competitive Title IID funds are used to expand the eMINTS program into new districts across the state. The eMINTS program provides professional development and support for teachers as they learn to integrate technology into their teaching to deliver their district's curriculum. Teachers are asked to reconstruct the way they teach so their practices become increasingly inquiry-based and centered around student needs, involve more than one discipline or subject area, and teach students to work in collaborative ways. The eMINTS program has shown to be effective in assisting students improve their performance. Statewide evaluation of Missouri Assessment Program (MAP) results determine that eMINTS has a positive impact on student achievement. The evaluation compared the performance of eMINTS students with like students in the same districts and with overall statewide averages. For more information, visit <http://emints.more.net/evaluation/index.shtml>.

COMPETITIVE TITLE IID (eMINTS) PROGRAM

PROGRAM GUIDELINES

Funding

The General Assembly makes an annual appropriation for the Technology Grants Program. The level of funding for the Title IID eMINTS program is based on federal appropriations estimates. Annually, the Department advises districts of the amount appropriated for the Title IID eMINTS Program and purposes for which grants may be awarded.

Funding Period

The fiscal year is July 1 to June 30. The funding period for competitive grants begins the date the grant is approved by the Department but not earlier than July 1.

Projects are funded for one year. A second year of non-competitive funding is available if adequate progress is shown. Applications, including budget explanations, are required for each year of the grant. Funds must be expended during the approved fiscal year and may not be expended or obligated prior to approval.

Distribution of State Funds

Competition is statewide. Funds will be distributed throughout the state dependent upon the availability of training slots in the eMINTS program. The availability of training slots fluctuates as training classes graduate from the two-year program. Districts are urged to check with IT staff concerning availability each year. Title IID competitive grant funds will be distributed to both new and established eMINTS districts. Approximately 80 percent of the funds will be used to support districts new to the eMINTS program and 20 percent to award grants to established eMINTS districts. An established district is defined as a district with at least one teacher who has completed at least one year of the two-year eMINTS Program. [Note one exception: original MINTs districts and districts that received expansion grants in FY02 will not be eligible for FY05 expansion grants.]

- New Districts – The program awards two-year grants, with maximum request amounts of up to \$100,000 the first year and \$50,000 the second year, sufficient to fulfill program commitments and costs. All first-year grants are competitive. The awarding of the second-year grant, while not competitive, is contingent upon the district making adequate progress during the first year of funding.
- Established Districts – The program awards two-year grants, with maximum request amounts of up to \$50,000 for year one and \$10,000 for year two, sufficient enough to expand the existing program into at least one additional classroom and/or participate in the professional development program for education technology specialists. All first-year grants are competitive. The awarding of the second-year grant, while not competitive, is contingent upon the district making adequate progress during the first year of funding.

District Match

No local match is required for Title IID competitive grants.

Eligible Applicants

Only eligible districts may apply for a competitive Title IID grant. An eligible district can submit only one application. Listings of eligible districts are posted on the Instructional Technology website at <http://www.dese.state.mo.us/divimprove/instrtech/federal-funded/TitleIID/index.htm>. A Missouri public school district that meets the following criteria is eligible to submit an application. An eligible district:

- ranks in the top half of the rankings for high numbers and percentages of children from families with incomes below the poverty level.

Application Requirements

Applications must:

- show a financial and personnel commitment to the intensive eMINTS training program,
- show a commitment to make the appropriate resources available for the teachers and students,
- show a commitment to follow the established rules and timelines of the program (and not include software or hardware outside the scope of the eMINTS program), and
- utilize 25 percent of requested funds to address staff training in technology.

The grant application must include the provided cover page and budget grid, and a narrative created on a word processor. An original and two copies must be postmarked no later than March 31.

APPLICATION PROCEDURES

Application Components

There are three sections that **must** be completed.

- 1. Application** (complete form provided)
 - Project information
 - School building Information - contacts
 - Check grant type: new district or established district
 - Building Participation in Schoolwide Renewal Programs
 - Signatures of the authorized representative, building principal, technical contact person, and grant-funded teachers
 - Note the Assurances reference specific activities and dates that are not negotiable. Districts are advised to read this section carefully and completely.
 - Check teacher type: grant-support or district-supported
- 2. Narrative** (develop on a word processor)
 - Building Participation in School-Wide Renewal Programs
 - eMINTS role in District and Building Technology and CSIP Plans
 - Plans for eMINTS Support and Expansion
 - Educational Need for eMINTS Program
 - Commitment of Project Implementers
 - Proposed eMINTS Budget Explanation
- 3. Budget Grid** (complete form provided)
 - Project information
 - Budget grid (professional development must be documented in the row labeled Professional Development)

Writing The Narrative

The Narrative sections should be developed on a word processor following the approved format. Narratives must:

- be single spaced,
- not exceed 10 pages, including the cover page and budget grid,
- use Arial 11,
- have left/right margins no less than one inch,
- have top/bottom margins no less than ½ inch,
- begin each section with the provided narrative header,
- include page footer with the name of the district, the grant program, and the page number (e.g., Maple Brook R-IV, eMINTS, page 8),
- be printed on 8 ½ x 11 white paper, and
- be stapled in the upper left corner (no covers or bindings).

1. Building Participation In School-Wide Renewal Programs

Required Information

List and describe renewal programs the school building has been involved with and to what degree. Indicate length of time the building has been implementing each program, major activities, noted outcomes, and likely fit with eMINTS Program.

Evaluation Criteria

The school building has participated in school-wide programs that promote academic achievement for all children and are compatible with and complement the eMINTS model. (5 points)

Writing Tips

- Describe other programs or initiatives in which the district is or has been involved.
- Indicate how long the school has been participating in the renewal program(s).
- Are the goals and activities of those programs compatible with the eMINTS program goals?
- Does the amount of renewal program activity appear reasonable and appropriate?

2. eMINTS Role in District/Building Technology and CSIP Plans

Required information

Describe the role eMINTS will be able to play in addressing and fulfilling current technology and school improvement plans. Describe previous efforts and/or goals to increase classroom infrastructure, in terms of computers and Internet connectivity. Describe current and/or planned professional development activities that help teachers integrate multi-media technology into inquiry-based, student centered, interdisciplinary, and collaborative teaching practices.

Evaluation Criteria

- The application describes how participation in the eMINTS program addresses the district and building comprehensive school improvement plans and technology plans. (5 points)
- The description discusses how the project expands or enhances technology infrastructure and instructional uses at the grade levels designated by the program. (5 points)

Writing Tips

The Narrative should:

- indicate coherence, consistency, and agreement between the eMINTS program and the stated goals of the district and building technology plan and comprehensive school improvement plans;
- demonstrate how the technology plans include specific provisions for professional development of teachers that parallels eMINTS training goals and practices;
- identify the comprehensive school improvement plan references to instructional models that are compatible with the eMINTS model;

- identify provisions made to address differences between the technology plan, comprehensive school improvement plan, and the eMINTS program goals, and
- outline other programs or initiatives in the building/district and their goals, activities, and compatibility with the eMINTS program goals.

3. eMINTS Program Support and Expansion Plans

Required information

Describe and detail financial resources, technology resources, and professional development support the district will use to promote the eMINTS participation during and after the grant period. Describe district plans for and capacity to expand in further years.

Evaluation Criteria

The application describes district and building support of the eMINTS program and commitment to expand the program to additional classrooms beyond the grant period.

(5 points)

Writing Tips

The Narrative should:

- show district and building vision for how the eMINTS program will be expanded in the coming years,
- identify plans for adding eMINTS classrooms at other grade levels or in other school buildings,
- discuss ways district leaders are thinking ahead and planning for ways to move the eMINTS instructional model into other grade levels and/or to other school buildings,
- identify specific ways that technology and inquiry-based teaching will be promoted in the school building and/or district, and
- identify specific financial resources that will be used to maintain/expand the program after the grant period.

4. Educational Need for eMINTS Program

Required information

Describe why the project is needed and how it addresses a documented instructional need.

Evaluation Criteria

- District and building educational need is fully described and documented with student data. (5 points)
- District and building professional development need is fully described and documented with teacher needs assessment data. (5 points)
- The application clearly describes the expectations for how the eMINTS instructional model will result in meaningful and lasting instructional change and improved student performance. (5 points)

Writing Tips

The Narrative should:

- show clear understanding of the needs of students and teachers in the proposed eMINTS building or district,
- collect and analyze test data or other quantitative data documenting the academic needs of students (what does the data show?),
- discuss the results of a teacher needs assessment data regarding technology, teaching styles, interests, etc. (what is the source of the documentation? what does the data show?), and
- include qualitative data to support other needs of students in the proposed eMINTS building or district (e.g. attendance, discipline, diverse learning styles).

5. Commitment of Project Implementers

Required information

Provide letters of support from the superintendent, eMINTS project contact, building principal, district technology coordinator and/or building technology contact, and prospective eMINTS teachers.

Evaluation Criteria

- Letters of support from district administrators (superintendent, project contact, building principal, technology coordinators) demonstrate understanding and commitment to the program. (5 points)
- Letters of support from prospective/designated teachers demonstrate understanding and willingness to make necessary changes in teaching styles to implement the program's instructional model. (5 points)

Writing Tips

Letters from all participants should indicate:

- a desire to make a lasting change in the building/district, and an in-depth understanding of the eMINTS instructional model and a commitment to the extensive professional development portion of the program.

Letters from administrators and instructional leaders should indicate:

- a need for instructional change and express a desire to provide the leadership necessary for that change.

Letters from instructional teachers and technology staff should indicate:

- the flexibility and openness needed to support program implementation.

6. Budget Explanation

Required information

Itemize and describe all necessary budget expenditures. Address the professional development requirement.

Evaluation Criteria

The first-year expenditures are sufficiently detailed and relate directly to the program, are reasonable, and meet the 25 percent professional development requirement. (5 points)

Writing Tips – Budget Explanation Example

The budget explanation should list all necessary expenditures and revenue sources, and meet the 25 percent professional development requirement. Detail costs based on student numbers and technology needs specific to your situation. Use the following format to describe the budget expenditures for the first funding year. Round all numbers to the nearest dollar. Use these figures to complete the application's Budget Grid.

The budget explanation example below details a comprehensive listing of required items. Note that all districts may not require all items. Items not needed should be crossed out. Budget items that may be included in the 25 percent professional development requirement are marked with an asterisk.

BUDGET EXPLANATION EXAMPLE

	State/Grant Request
6100 Salaries	
*Teacher stipends – Year 1 (___ teachers x 100 hours @ \$ ___ /hour)	
*Teacher stipends – Year 2 (___ teachers x 75 hours @ \$ ___ /hour)	
*Teacher subs (___ teachers x ___ days @ \$ ___ /day)	
*Other stipends ([who] x ___ [hours/days] @ \$ ___)	
SALARIES TOTAL	
6200 Benefits	
*Benefits for teachers in training (Dollar amount of training x benefit rate, generally around 12%)	
BENEFITS TOTAL	
6300 Purchased Services	
*eMINTS Set-up Fee (___ teachers @ \$2,500)	
*eMINTS Professional development Fee (___ teachers @ \$5,000)	
*eMINTS Professional development Fee (___ teachers @ \$2,500)	
*Travel expenses (___ teachers @ \$ ___)	
Dial-up service (___ teachers x 12 mos. @ ___ per mo.)	
Other (describe)	
PURCHASED SERVICES TOTAL	
6400 Materials and Supplies	
Switches (___ @ \$ ___)	
Cat 5 cables (___ @ \$ ___)	
Student desks (___ @ \$ ___)	
Student chairs (___ @ \$ ___)	
Teacher furniture (___ @ \$ ___)	
MS Office Suite Pro (___ @ \$ ___)	
Inspiration software (___ @ \$ ___)	
MS Office Suite Standard (___ @ \$ ___)	
MS Publisher (___ @ \$ ___)	
Filtering software (___ @ \$ ___)	
Other (describe)	
Other (describe)	
Other (describe)	
MATERIALS AND SUPPLIES TOTAL	
6500 Capital Outlay	
Teacher laptops (___ @ \$ ___)	
Teacher computer workstations (___ @ \$ ___)	
Scanners (___ @ \$ ___)	
Printers (___ @ \$ ___)	
Digital cameras (___ @ \$ ___)	
Student computers (___ @ \$ ___)	
Interactive whiteboards and projectors (___ @ \$ ___)	
Routers and CSUs (___ @ \$ ___)	
Room renovations (itemize)	
Other (describe)	
CAPITAL OUTLAY TOTAL	
Project Total	
PROFESSIONAL DEVELOPMENT	

Allowable Costs By Expense Code

Visit the eMINTS web site at <http://emints.more.net/equipment/index.shtml> for details regarding the necessary resources for eMINTS program implementation.

Salaries (6100) – Must be obligated by May 1

Title IID competitive grants are intended to cover stipends and substitute pay for teachers participating in the eMINTS professional development and may be used to support additional teachers and professional development activities (if accepted to the program and as grant funds allow). Salaries related to staff receiving technology training may be included in the 25 percent requirement for professional development. Salaries must be used to pay any individual on the payroll in the district. The following are examples of allowable Salaries expenditures:

- substitute teachers, hired at district-established rates, to replace designated teachers attending full day eMINTS training
- out-of-contract time (stipends), at district-established rates, for designated teachers to attend evening training
- stipends for time beyond normal contracted time to participate in professional development
- stipends for time beyond normal contracted time for others (describe and justify) to participate in selected eMINTS training sessions

Benefits (6200) – Must be obligated by May 1

Benefits for staff receiving training may be included in the 25 percent requirement for professional development. Benefits must be paid to any staff or substitute receiving a salary or stipend from the project. Includes FICA, PSRS, or other retirement as appropriate.

Purchased Services (6300) – Must be obligated by May 1

Purchased Services result when work for a district or building is done by an individual not on the district's payroll or a service is purchased from a source outside the district. Expenditures for technology training, travel expenses, and conferences may be included in the 25 percent requirement for professional development. The following are examples of allowable Purchased Services expenditures:

- training purchased from MOREnet:
 - \$2,500 set-up fee for each of the first two teachers,
 - \$5,000 professional development fee for each of the first two teachers, and
 - \$2,500 professional development fee for additional teachers (if slots available)
- travel, meals, and lodging expenses for district personnel associated with eMINTS to attend professional development meetings
- installation of hardware/software performed by an individual not employed by the school district
- T-1 connection to the eMINTS building (a reliable 1-2 mbps connection)
- upgrade of electrical service in the two classrooms to support the computers, interactive whiteboard, and projector
- dial-up connectivity (at least 20 hours of per month) for each teacher
- networking (bandwidth, switches, and cabling for teacher workstation, networked printer and student computers)
- installation of air conditioning in the two classrooms
- telephone with full outside access in eMINTS classrooms

Materials and Supplies (6400) – Must be obligated by March 31

Items that are consumed in use, have a reasonably short life, are more feasibly replaced than repaired, or cost \$999 or less per unit, and all software, regardless of price, are considered Materials and Supplies. Materials and supplies used exclusively and specifically in teacher training may be included in the 25 percent requirement for professional development. The following are examples of allowable Materials and Supplies expenditures:

- approved computer and networking software (regardless of unit cost)

- storage drives
- networking and wiring supplies
- printers and printing supplies
- computer furniture (chairs, carts, and tables for teacher and student use)
- filtering software (if needed to meet CIPA requirements)
- Microsoft Office Suite Pro (one per teacher workstation and laptop)
- Microsoft Office Suite Standard (one per student computer)
- Microsoft Office Publisher (one per teacher workstation and laptop)
- Inspiration software (one per teacher workstation, teacher laptop, and student computer)
- scanner
- digital camera (one per teacher)

Capital Outlay (6500) – Must be obligated by March 31

Items that are electrical/mechanical in nature, have a useful life of at least one year or cost \$1000 or more per unit are considered capital outlay. The deciding factor is the unit cost. The following are examples of allowable Capital Outlay expenditures:

- teacher computer workstation
- student computers (thin client or wireless units are acceptable)
- laptops (for teachers)
- networking hardware
- electronic storage devices
- interactive whiteboard (permanent installation in classroom)
- projector (permanent installation in classroom)

Unallowable Costs

Grant funds may not:

- construct, remodel, or prepare the site except for air conditioning and/or to prepare wiring or electrical service to support eMINTS requirements,
- pay administrative or indirect costs,
- pay fees for college credit, or
- supplant existing positions or programs.

Completing the Budget Grid

Transfer amounts from the budget explanation table to the Budget Grid (provided). Apply amounts by expense code and Missouri School Improvement Program (MSIP) standard. Round amounts to the nearest dollar.

ASSURANCES AND SUBMISSION PROCESS

To submit grant applications, the authorized representative must agree to program assurances. The submission of the grant assures the Department that the board-authorized representative fully understands the assurances and the responsibility for compliance placed upon the applicant by the assurances. The applicant will refund directly to the Department the amount of any funds made available to the applicant, which may be determined, by the Department or an auditor representing the Department, to have been misspent or otherwise misapplied.

The original signature of the Board Authorized Representative on the application indicates agreement to the assurances if the submission process for that program is via paper, or the selection of the Assurances button if the submission process for the program is electronic. After agreeing to the assurances, the authorized representative may submit the grant.

APPLICATION REVIEW AND SELECTION PROCESS

Review and Approval Process

Grant applications are funded based on their scores, the geographical availability of training slots, and the amount of money requested by the grants and allocated to the program.

- eMINTS applications are reviewed in April. Applications are evaluated based on the merit of the application (50 points) and based on district or building economic need (30 points) and technology need data (20 points).
- A panel of five readers reviews each application and scores the application using designated criteria. The high and low scores are eliminated and the remaining three scores are averaged. [Missouri educators interested in being a reader may contact inststech@dese.mo.gov]
- Following the reader review process, Department staff assigns high-need points.
- Applications are rank ordered by total score (100 maximum) and approved based on the training slots available, geographic location, and funding level.
- In late April-early May, Department staff notify districts of their approval status. Applications noted as “tentatively approve” receive final approval upon successful negotiation of the grant. The negotiation process, which involves building, Department and eMINTS staff, examines budget details and planned activities to make sure that all necessary components are covered. The final approved grant amount is determined during the negotiation.

Review Criteria

Readers evaluate the grant applications based on the following criteria. Each criterion is worth up to five points. The maximum total score possible is 50 points.

1. The school building has participated in school-wide programs that promote academic achievement for all children and are compatible with and complement the eMINTS model.
2. The application describes how participation in the eMINTS program addresses district and building comprehensive school improvement plans and technology plans.
3. The description discusses how the project expands or enhances current technology infrastructure and instructional uses at the grade levels designated by the program.
4. The application describes district and building support of the eMINTS program and commitment to expand the program to additional classrooms beyond the grant period.
5. District and building educational need is fully described and documented with supporting student data.
6. District and building professional development need is fully described and documented with teacher needs assessment data.
7. The application clearly describes the expectations for how the eMINTS instructional model will result in meaningful and lasting instructional change and improved student performance.
8. Letters of support from district administrators (superintendent, project contact, building principal, technology coordinators) demonstrate understanding and commitment to the program.
9. Letters of support from the prospective/designated teachers demonstrate understanding of and willingness to make necessary changes in teaching styles to implement the program’s instructional model.
10. First-year expenditures are sufficiently detailed and relate directly to the program, are reasonable, and meet the 25 percent professional development requirement.

In addition, applications are granted points on district and building needs: up 30 points for economic need and 20 points for technology and/or education need. The Department assigns the points based on the following criteria.

1. The district serves a high number or percentage of children living in poverty.
2. The school building has been identified for improvement or corrective action under ESEA or MSIP and/or has a substantial need for assistance in acquiring and using technology.

High-Need Scoring Criteria

Economic Need

High economic need points are assigned by the Department using data from the US Census regarding Children Living in Poverty.

- Districts are rank ordered by numbers AND percentages of children living in poverty.
- Each ranking is divided in half. Only districts in one or both of the top halves are eligible to apply.
- Each ranking is divided into 30 equal-size groups, with the highest group receiving 30 points, next group 29 points, and so on.
- If a district is listed in one ranking, that score is assigned; if listed in both rankings, the higher score is assigned.

Economic Need Score Rankings

Number of Children Living in Poverty

Score Point	# Children Living in Poverty
30 points	> 1,500 students
29	900 - 14599
28	675 - 899
27	600 - 674
26	525 - 599
25	475 - 524
24	430 - 474
23	395 - 429
22	365 - 394
21	325 - 364
20	300 - 324
19	275 - 299
18	245 - 274
17	235 - 244
16	220 - 234
15	205 - 219
14	195 - 204
13	190 - 194
12	182 - 189
11	175 - 181
10	163 - 174
9	150 - 162
8	144 - 149
7	138 - 143
6	125 - 137
5	120 - 124
4	115 - 119
3	110 - 114
2	100 - 109
1	<100 students

Percent of Children Living In Poverty

Score Point	% Children Living in Poverty
30 points	>34.90 %
29	31.64 - 34.89
28	28.91 - 31.63
27	26.63 - 28.90
26	25.65 - 26.62
25	25.00 - 25.64
24	24.44 - 24.99
23	24.15 - 24.43
22	23.84 - 24.14
21	23.39 - 23.83
20	22.84 - 23.38
19	22.22 - 22.83
18	21.61 - 22.21
17	21.01 - 21.60
16	20.51 - 21.00
15	20.00 - 21.50
14	19.57 - 19.99
13	19.06 - 19.56
12	18.74 - 19.05
11	18.29 - 17.74
10	17.82 - 18.28
9	17.51 - 17.81
8	17.29 - 17.50
7	16.90 - 17.28
6	16.72 - 16.89
5	16.19 - 16.71
4	15.93 - 16.18
3	15.56 - 15.92
2	15.23 - 15.55
1	< 15.23 %

Technology Need

The Department using data from the Missouri Census of Technology assigns technology need points.

- Districts are rank ordered by:
 - Percent of technology literate 6th grade students in the district;
 - Ratio of students per Internet-connected computer in the building;
 - Percent of instructional rooms in the building with at least one Internet-connected computer;
 - Percent of technology literate teachers in the building; and,
 - Percent of teachers in the building who use technology for various instructional purposes (combination of uses, including research, lesson plan development, computer presentations, delivery of instruction, and student assessment).
- Each ranking is divided into ten equal-size groups, with the highest need group receiving 10 points, next group 9 points, and so on. A maximum total of 50 points is possible.
- The score is averaged (up to 10 points maximum) and added to academic need if appropriate. The average is doubled (20 points maximum) if there are no academic points to be assigned.

Technology Need Score Rankings

Score Point	Percent tech literate 6 th grade students	# Students per Internet computer	% Rooms with Internet computer	% Tech literate teachers	% Tech using teachers for instructional purposes
10	<50%	≥ 15	≤ 5%	< 4%	≤ 24%
9	50 - 65	8.00 - 14.99	6 - 9	5 - 9	25 - 34
8	66 - 70	7.00 - 7.99	10 - 19	10 - 19	35 - 39
7	71 - 75	6.00 - 6.99	20 - 29	20 - 24	40 - 49
6	76 - 80	5.25 - 5.99	30 - 49	25 - 29	50 - 54
5	81 - 85	4.75 - 5.24	50 - 69	30 - 38	55 - 59
4	86 - 90	4.00 - 4.74	70 - 89	40 - 49	60 - 69
3	91 - 95	3.50 - 3.99	90 - 94	50 - 59	70 - 79
2	96 - 99	3.00 - 3.49	95 - 99	60 - 79	80 - 89
1	100% students	< 3 students	100% rooms	≥ 80% teachers	≥ 90% teachers

Educational Need

Educational need points are assigned by the Department using Title I data regarding the need for corrective action and/or Missouri School Improvement Program (MSIP) Performance data resulting in “priority” designation by the State Board of Education.

- 10 points is added to the technology need average.

GRANT MANAGEMENT

Authorized Representative

For the purpose of all Instructional Technology Grant Programs, the authorized representative is a district employee, typically the superintendent or a central office administrator, approved by the board to sign fiscal assurances and submit grant applications. The authorized representative of the district must agree to all assurances prior to the submission of the application.

Revenue Code and Payment Schedule

The revenue code for Title IID grants is 5466. Grant recipients receive 75 percent of the approved amount in September and the balance in May or June, based on actual expenditures and upon approval of the Final Expenditure Report (FER).

Expenditures

Obligations for Salaries (6100), Benefits (6200), and Purchased Services (6300) are incurred when the services are formally agreed to or contracted, no later than May 1. These obligations may be accurately projected and paid through June 30. Obligations for Materials and Supplies (6400) and Capital Outlay (6500) are incurred when a purchase order is issued and must be incurred by March 31 and paid by June 30. Any funds not properly obligated must be refunded to the Department.

District Match

A district match is not required for the Title IID eMINTS programs.

Allowable and Unallowable Costs

Each program has allowable and unallowable costs. Grant funds may not supplant programs and expenditures that are already a function of the district. Capital projects such as remodeling and/or indirect costs are unallowable. Consult specific program guidelines.

Inventory Control

Capital outlay costing \$1,000 or more per unit is subject to inventory management and control. Inventory must be current and available for review and audit. Adequate safeguards must be in effect to protect the property. Any loss, damage, or theft must be investigated and fully documented. The district is responsible for replacing or repairing the property. Adequate maintenance procedures must be implemented. A physical inventory of items must be taken and results reconciled with the inventory records at least once every two years. Project equipment and materials are vested in the district upon receipt and approval of the project final expenditure report (FER).

The following information must be included on the inventory:

- date of inventory;
- description of property, including manufacturer's model number;
- manufacturer's serial number or other identification number;
- identification of the funding source;
- acquisition date;
- place of purchase (company name);
- present location;
- condition of the property;
- unit cost; and,
- all pertinent information on the ultimate transfer, replacement, or disposition of the equipment.

Audits

Each district receiving a grant must keep records according to generally accepted accounting principles and provide any information necessary for fiscal and program auditing. All records and supporting documents must be retained in accordance with current state and federal laws and regulations. Districts must provide the Department, as part of its statutory independent audit or other independent audit, a report of the results of the audit performed in accordance with the Department's general policy on audits.

Amendments

Amendments to the approved budget are allowed. **No more than four amendments to the approved application are allowed per year.** Budget changes may be necessary because of price changes, product changes or unexpected opportunity. Amendments to the approved budget may be made in two ways.

Self-amendment: An expenditure variation of 10 percent or less between two approved expense codes (6100-6500) is allowed without prior Department approval. Neither expense code item may be increased or decreased by more than 10 percent of the lesser of the two expense codes. The total state expenditures cannot exceed the total state approved budget. Expense codes with no allocated funds cannot be increased.

Amendment: An expenditure variation in excess of 10 percent in any expense code (6100-6500) requires prior Department approval. An amendment is required to allocate money to expense codes that have no approved funds. Submit the amendment to the Department. Upon approval, the district may make the change(s).

There are two sections that **must** be completed. (Complete form provided) Submit completed amendment request forms to the Department via mail or fax for approval.

Budget Grid

- Enter data in the white cells (columns labeled 6100-6500).
- All figures should be rounded to the nearest dollar.
- Professional development expenditures must be documented in the row labeled Professional Development.

School Comments

- Describe the reason(s) for the amendment in the School Comments section.

Final Expenditure Report (FER)

The FER must be submitted before final payment is made to the district. The FER must be received in the department no later than May 15. Submit to the Department via mail or fax.

There are four sections that must be completed. (Complete form provided)

District information

Questions 1- 4 (program evaluation narrative)

Budget Grid

- Enter data in the white cells (columns labeled 6100-6500).
- Enter the actual dollar amount spent on professional development activities.

Funds expended and funds received

Required Refund

If the Department, based on its own findings or those of an independent auditor, determines that an applicant has misspent, misapplied, or otherwise used funds from a program in violation of any applicable regulation or statutory provision, the applicant must refund to the Department the amount determined to have been improperly expended. If the applicant does not refund the money within a reasonable time after requested to do so, the Department will withhold payments due the applicant under that program and may adjust payments due the applicant under other programs administered by the Department.

Copyright or Product Development Regulations

A district may obtain a copyright for any original work produced in the grant project; however, the Department and any district in the state have free copying rights. If materials are made available for sale, Missouri districts may be charged for only the cost of reproduction and delivery. Rights to such a copyright cannot be sold to a third party without written consent of the Department.

TITLE IID EMINTS EVALUATION CRITERIA

100 points possible

APPLICATION SCORING – 50 points possible, scores assigned by readers

Building Participation in School-Wide Renewal Programs

1. The school building has participated in school-wide programs that promote academic achievement for all children and are compatible with and complement the eMINTS model. (5 points)

eMINTS role in District/Building Technology and CSIP Plans

2. The application describes how participation in the eMINTS program addresses district and building comprehensive school improvement plans and technology plans. (5 points)
3. The description discusses how the project expands or enhances current technology infrastructure and instructional uses at the grade levels designated by the program. (5 points)

Plans for eMINTS Support and Expansion

4. The application describes district and building support of the eMINTS program and commitment to expand the program to additional classrooms beyond the grant period. (5 points)

Educational Need for eMINTS

5. District and building educational need is fully described and documented with supporting student data. (5 points)
6. District and building professional development need is fully described and documented with teacher needs assessment data. (5 points)
7. The application clearly describes the expectations for how the eMINTS instructional model will result in meaningful and lasting instructional change and improved student performance. (5 points)

Commitment of Project Implementers

8. Letters of support from district administrators (superintendent, project contact, building principal, technology coordinators) demonstrate understanding and commitment to the program. (5 points)
9. Letters of support from the prospective/designated teachers demonstrate understanding of and willingness to make necessary changes in teaching styles to implement the program's instructional model. (5 points)

Budget Explanation

10. First-year expenditures are sufficiently detailed and relate directly to the program, are reasonable, meet the 25 percent professional development requirement. (5 points)

HIGH-NEED SCORES – 50 points possible, assigned by Department staff

Economic Need

11. The district serves a high number or percentage of children living in poverty. (30 points)

Title 1, MSIP, or Technology Need

12. The school building has been identified for improvement or corrective action under ESEA or MSIP and/or has a substantial need for assistance in acquiring and using technology. (20 points)